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ABSTRACT

This volume features 16 essays about educating young people for the amorphous state called democracy. The collections addresses the central questions: (1) How and what might children be taught so that they respond well and creatively to the demands of an increasingly diverse society that is organized under and struggling to realize the democratic ideal?; and (2) How are we to educate children to embrace difference and maintain a common life? The foreword is by James A. Banks with the introduction "Schools as Laboratories of Democracy" by Walter C. Parker. The book is divided into four parts: "Early Year," "Middle Years," "Recent Years," and "Reflections & Possibilities--New Works." Essays include: (1) "The Democratic Conception in Education" (John Dewey, 1916); (2) "Reconstructing the Curriculum" (Harold O. Rugg, 1921); (3) "An Experiment in Teaching Resistance to Propaganda" (Wayland W. Osborn, 1939); (4) "Teaching in Democratic and Authoritarian States" (Alan F. Griffin, 1942); (5) "Rational Inquiry on Society's Closed Areas" (Maurice P. Hunt and Lawrence E. Metcalf, 1955); (6) "Decision Making" (Shirley H. Engle, 1960); (7) "Teaching Strategies and Thought Processes" (Hilda Taba and Freeman F. Elzey, 1964); (8) "Using a Jurisprudential Framework in the Teaching of Public Issues" (Donald W. Oliver and James P. Shaver, 1966); (9) "The Hidden Curriculum and the Nature of Conflict" (Michael W. Apple, 1975); (10) "Moral Reasoning" (Lawrence Kohlberg, 1976); (11) "Skills in Citizen Action" (Fred M. Newmann, Thomas A. Bertocci, and Ruthanne M. Landsness, 1977); (12) "History's Role in Civic Education: The Precondition for Political Intelligence" (Paul Gagnon, 1989); (13) "Reviewing and Previewing Civics" (David Mathews); (14) "The 'Woman Question' in Citizenship Education" (Jane Bernard-Powers); (15) "'Re-Minding' Education for Democracy" (James Anthony Whitson and William B. Stanley); and (16) "Global Perspectives" (Ann V. Angell and Carole L. Hahn). (EH)

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